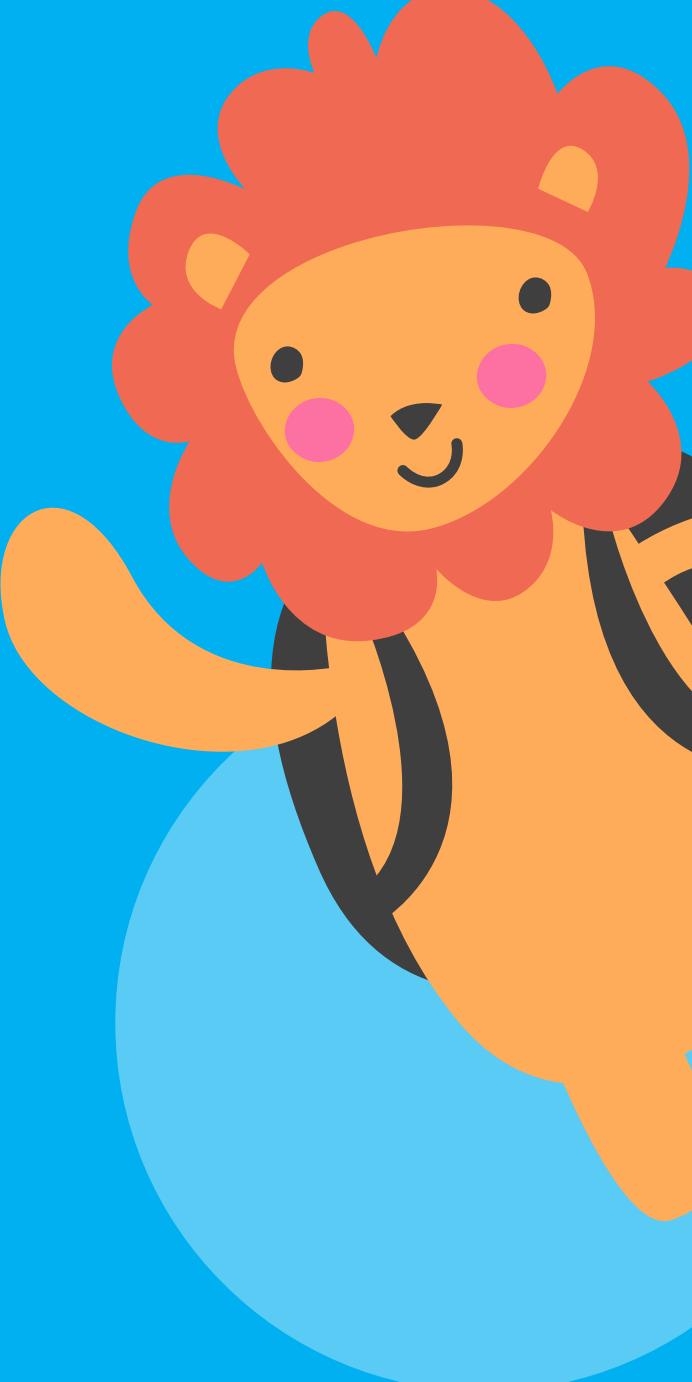




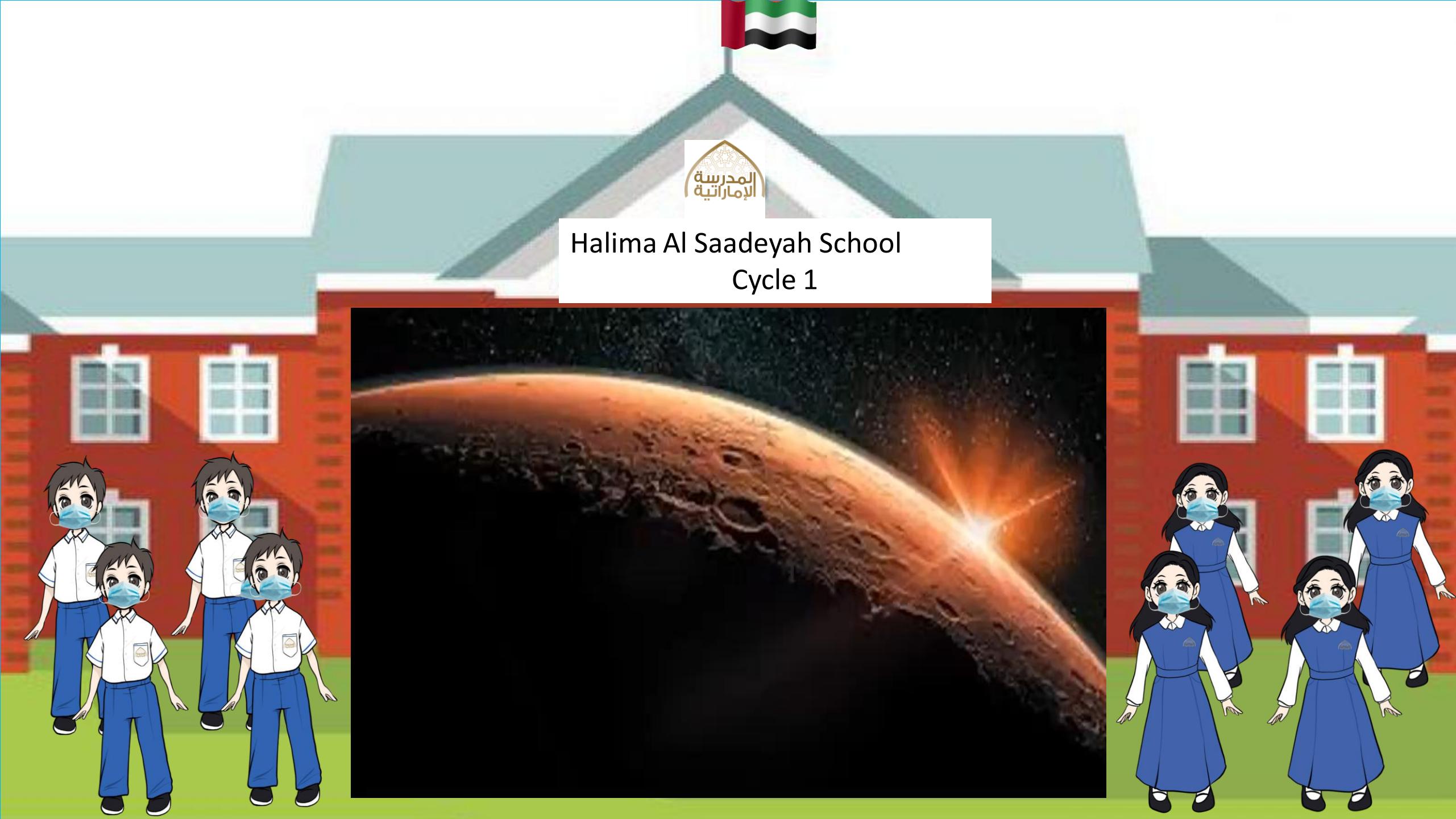
Grade 1 science

Animals` structure
Term1 W3 L1

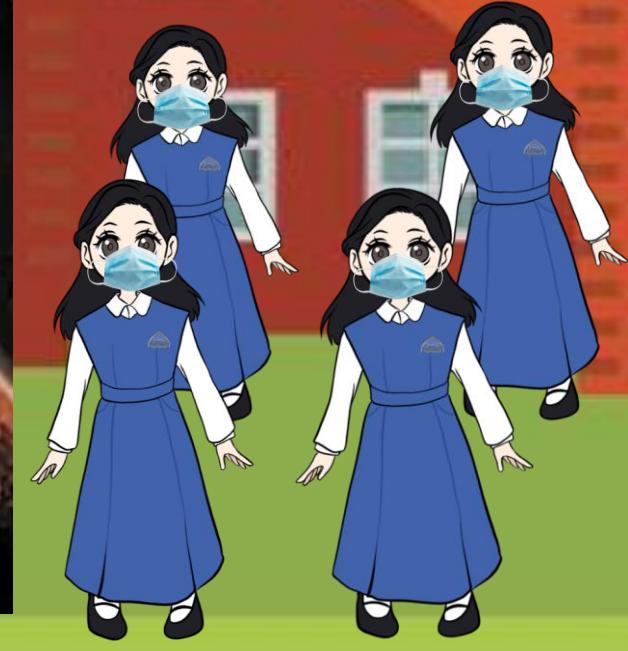




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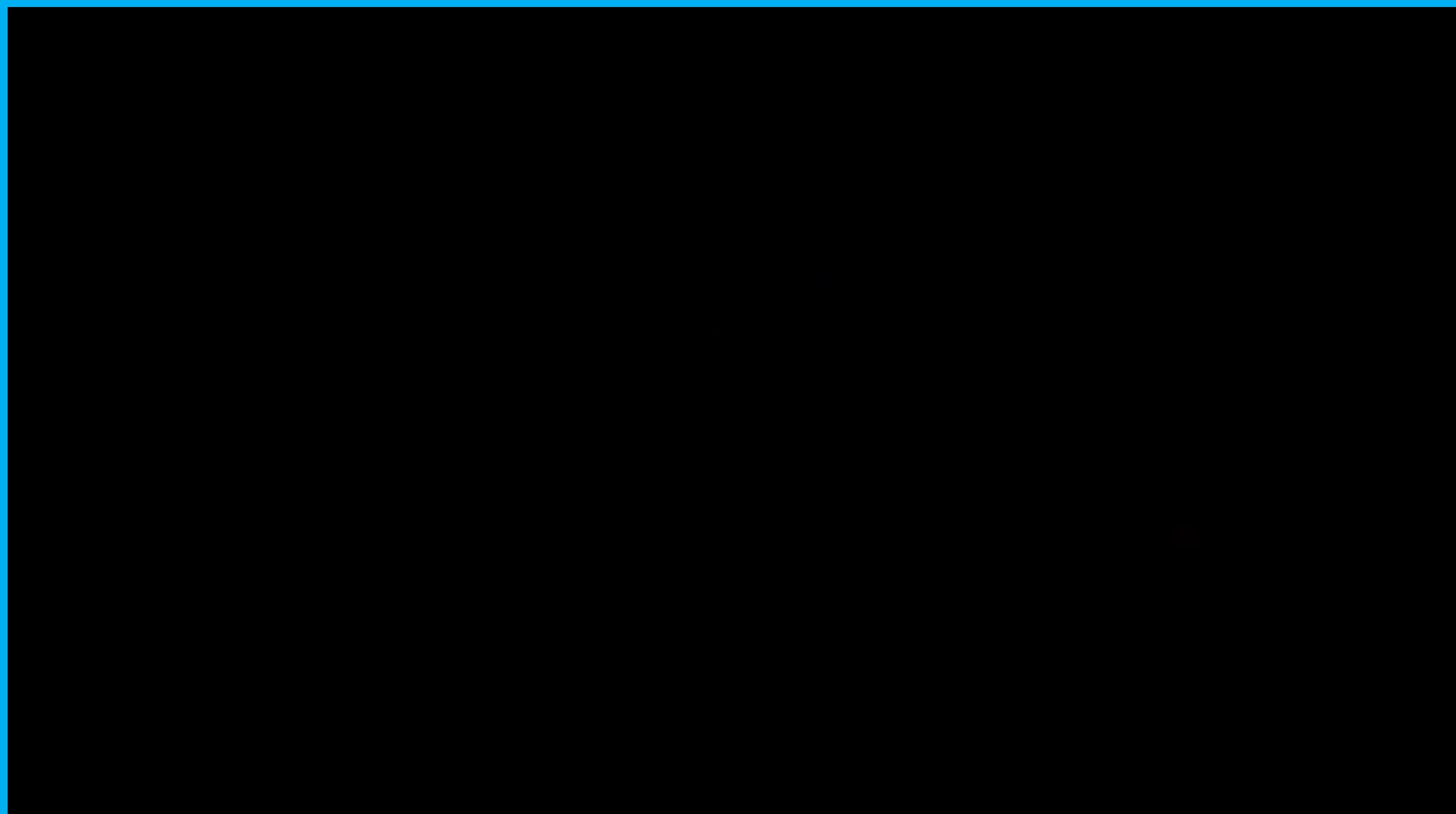


Halima Al Saadeyah School
Cycle 1





Morning Exercise For Kids





Always wear your mask in school.



Wash your hand or
use **sanitizer**



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Keep 1 m between you and others

No sharing of food or stuff



Learning on my spot

Eyes are looking!

Brain is thinking!

Ears are listening!

Mouth is quiet.

Hands are to myself.

Legs and feet are sitting in my spot.



Sgariah

In classroom rules

أتعلم من مكاني

بالعين أرى

بالعقل
أفكر

الالتزام
بالهدوء

بالأذن
أسمع

باليد
استخدم
أدواتي

القدم
على الأرض

الالتزام بالجلوس في مكاني



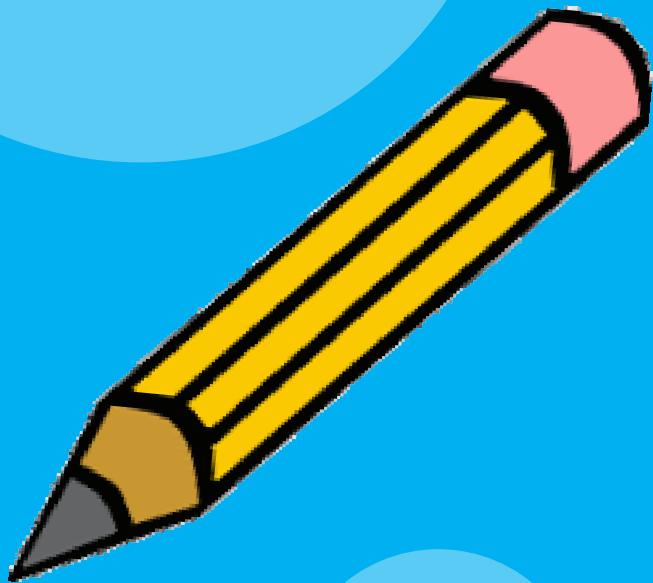
MY LITTLE PUPPIES



Rise your hand if you want to:

- Talk to the teacher
- Move from your seat
- Use the bathroom
- Or have a problem

You will need:





Functions of Animals Structure

Term1 W3 L1



**Today
we will
learn
about:**

Animals Structure

WLT: Students will construct explanations about the structure and function of animal body parts.

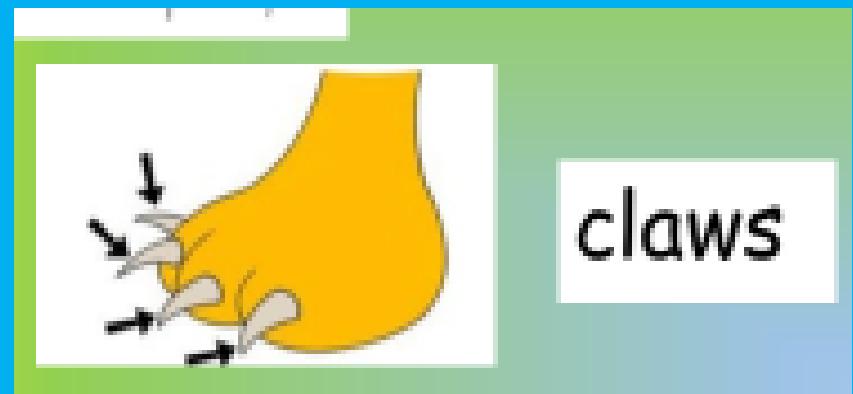
WILF: we can identify animals and explain how their body parts help them live



[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Animal_body_parts/Elephant_du172494vd](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Animal_body_parts/Elephant_du172494vd)



Match animals to the structure that protect them?



**Which structure
help animals
get food?**

I have a
question
Now??



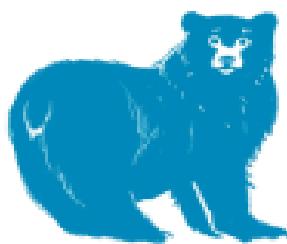
Essential question: What structures do animals have?

INQUIRY ACTIVITY

Simulation

Explore Animal Structures

Investigate how different structures help bears, crabs, frogs, and woodpeckers survive.



 **GO ONLINE**

Use *Explore Animal Structures* to explore the different structures of animals.

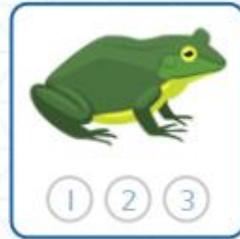
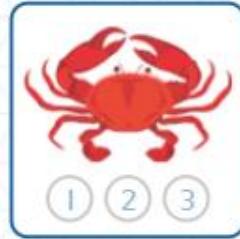
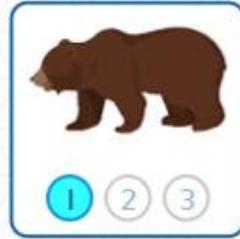
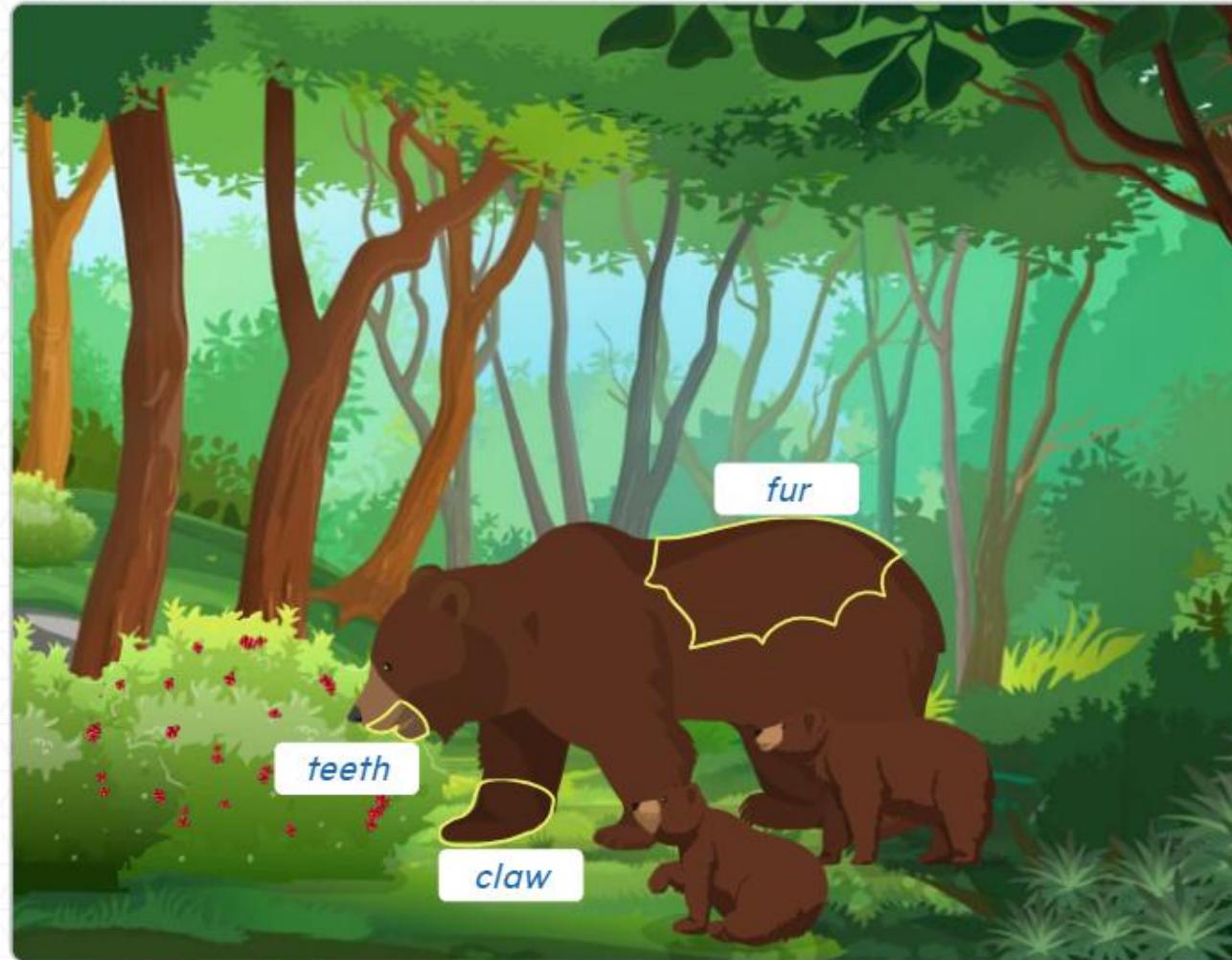
Make a Claim Which structures do you think these animals use to get food?

Investigate

1. Play the simulation.
2. Observe how a bear, a crab, a frog, and a woodpecker use their structures.
3. **Record Data** Choose two animals. Tell how they get food.



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What body part can the bear use to get berries for her cub?



Animal	Structure and Function
bear	Teeth and claws
frog	Long tongue

Communicate

4. Compare the animals you chose.
How are the structures they use to
get food alike and different?

Talk About It

Did your observations match your claim?
Tell a partner.



Three-Dimensional Thinking

Answer the questions based on what you learned about animals.

1. Porcupines are covered in sharp quills.
Based on what you know, the box that is correct.



The quills are a structure that keeps the porcupine safe.



The quills do not help protect the porcupine.

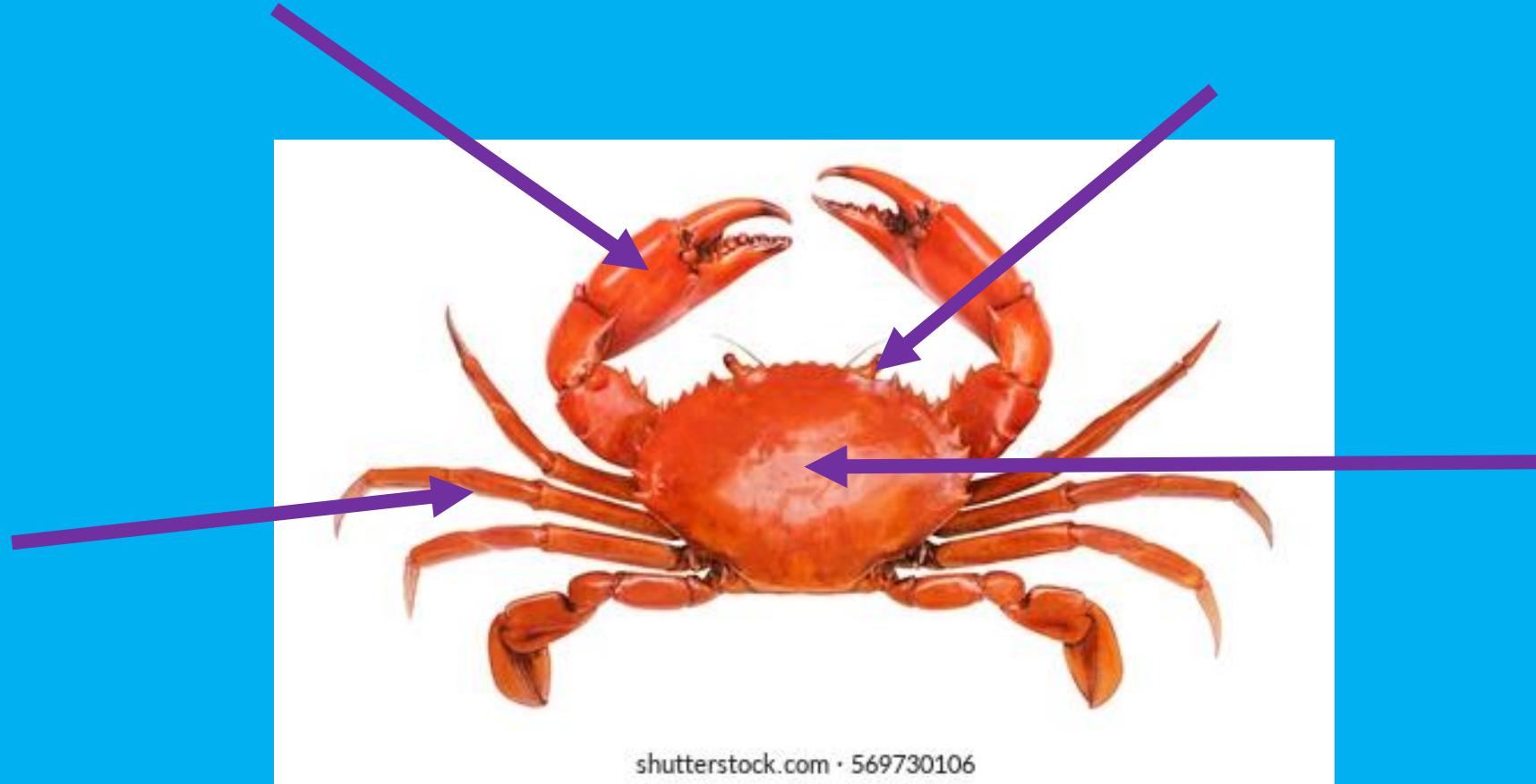


2. Why does this animal have such large ears?

- The ears help this animal eat its food.
- The ears help this animal move from place to place.
- The ears help this animal hear when danger is near.



Label crab body part?



shell

legs

eyes

claws

What makes the frog catches food?



tongue



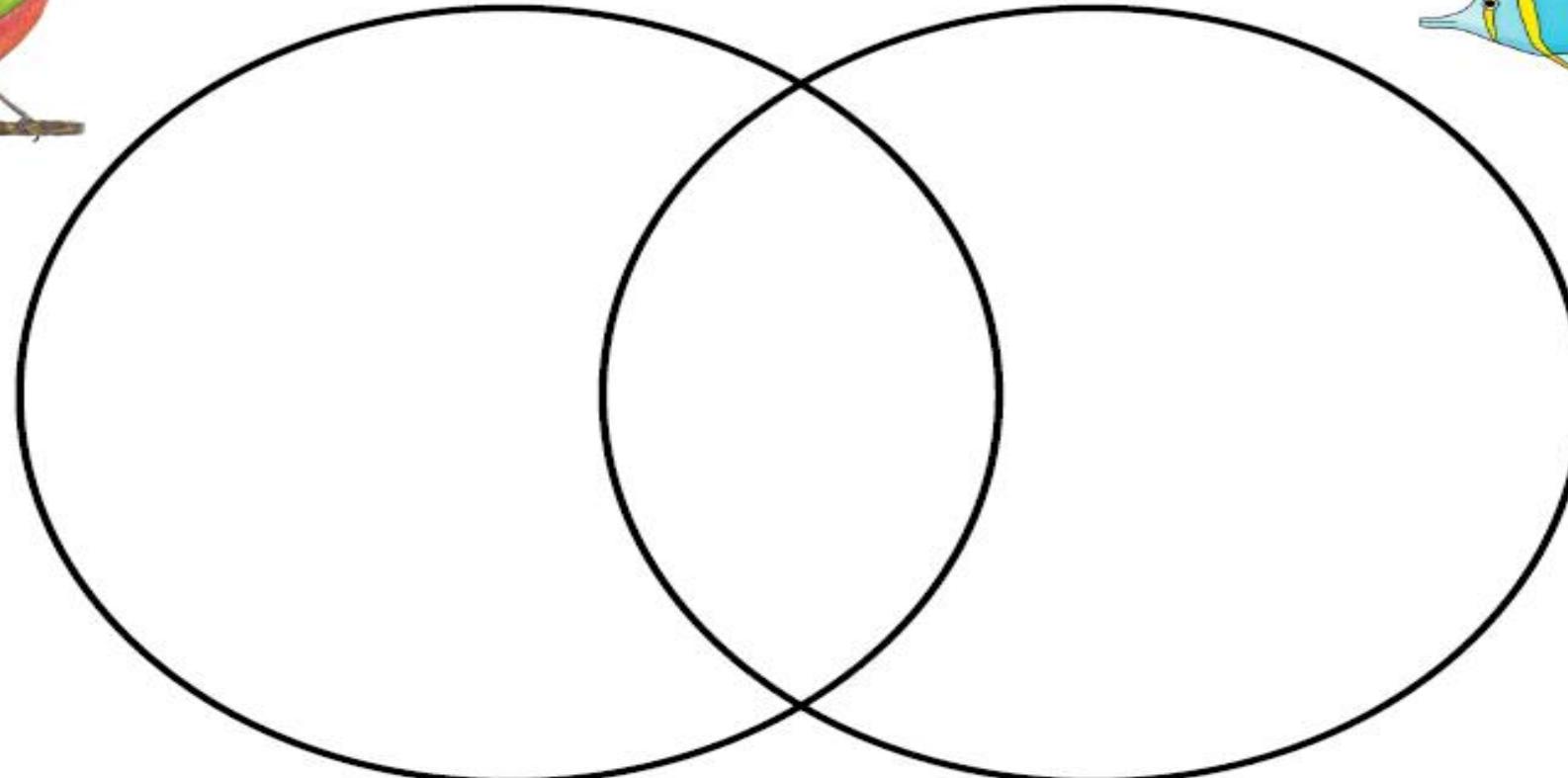
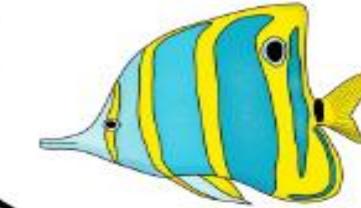
Webbed
feet

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BIRD

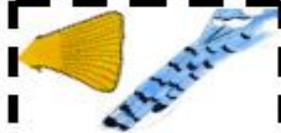
FISH



feet



fins



tail



mouth



beak



feathers



scales



Goodbye

